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GEPH 7530 – Capstone in Public Health Leadership

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

GEPH 7530 – Capstone in Public Health Leadership
Fall Semester 2018

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<u>Office Hours:</u>	Mondays 2:00-5:00; Wednesdays 9:30-11:30; other times by appointment
<u>Class Meets:</u>	Mondays 5:00-6:20 (University Hall 154R)

Course Catalog available at: http://em.georgiasouthern.edu/registrar/resources/catalogs/ under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: MHSA 6000, PUBH 6000, PUBH 6100, PUBH 6150, PUBH 6175

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials is available for up to one year after graduation.

Catalog Description

This capstone course includes a study of selected issues in public health leadership. It is intended to expose students to the basic attributes of effective leaders, helping them apply leadership principles, theories, and skills to enhance personal and professional development in these areas. Educational methods may include open discussion, assigned readings, case studies, exercises, and presentations developed by both the professor and the students.

Required Textbook:

Rowitz, L. (2017) *Essentials of Leadership in Public Health*. Jones & Bartlett Learning. ISBN #978-1-9365-2319-1

MacKenzie, G. (1998). *Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace*. Viking Penguin Publishing. ISBN #978-0-6708-7983-0.

Required Resources:

<http://www.humanmetrics.com>
<http://www.yourleadershiplegacy.com/assessment.html>

MPH Core Student Learning Outcomes

1. Select quantitative and qualitative data collection methods appropriate for a given public health context (#2)
2. Analyze and Interpret data for public health research, policy, or practice (#4, edited)
3. Assess population needs, assets, and capacities that affect communities' health (#7)
4. Design a population-based policy, program, project or intervention (#9)
5. Communicate audience-appropriate public health content, both in writing and through oral presentation (#19)

CEPH Concentration Competencies

To be suggested/written during faculty retreat

CEPH MPH Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors

19. Communicate audience-appropriate public health content, both in writing and through oral presentation

20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Performance-Based Objectives Linked to Course Activities (Note: Assessment Activities Described in Next Section)

1. Students will demonstrate an understanding of leadership concepts and attributes of leadership in public health, with application to their own professional development. (Activity 1)
2. Students will engage in dialogue and learning from public health community leaders to advance public health goals. (Activity 2)
3. Students will discuss leadership skills such as mentoring, team building, negotiation, and conflict management. (Activity 3)
4. Students will explain how leadership practices and professional ethics relate to equity and accountability in diverse community settings. (Activity 4)
5. Students will discuss how public health leadership dynamics may evolve to meet future community needs. (Activity 5)

Assessment of Student Learning

Detailed descriptions of assessments that are linked to student learning outcomes, competencies, and/or objectives.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Overview of the content to be covered the semester:

Date	Topic(s)	Readings	Assessments
Week 1: 8/13-8/19/18	Introductions Review Syllabus Assignments for Book Club Presentations Student Expectations for Course	http://www.yourleader shiplegacy.com/assessment.html http://www.humanmetrics.com/	Individual assessment: Each student will complete 2 online assignment to assess leadership traits and bring results to class for discussion. Individual assessment: Each student will be assigned to read a classic leadership book (books to be provided by professor) to assess the author's leadership philosophy; results will be presented to class at later date (Week 8).
Week 2: 8/20-8/26/18	Guest Speaker: Crystal Goode, GSU Career Services		Individual assessment: Each student will receive personalized feedback for the results of their Personality Test (Jung, Briggs Myers Types), and discuss their leadership strengths and opportunities for professional growth. Group assessment: All students will participate in discussion with the guest speaker, who will present her leadership philosophy, background, experiences, tips for academic and professional success, and the importance of professional development for the job search.
Week 3: 8/27-9/2/18	Discussion: Orbiting the Giant Hairball	<i>Orbiting the Giant Hairball</i> (MacKenzie)	Group assessment: All students will participate in class discussion to share reflections on the reading, with application to leadership concepts. Individual assessment: Each student will submit a written Reflection Paper on the assignment, communicating their assessment of the reading assignment as applied to their individual experiences with leadership.
Week 4: 9/3-9/9/18	LABOR DAY HOLIDAY – NO CLASS!		

Week 5: 9/10-9/16/18	<p>Guest Speaker: Jennifer Woelber, Sr. Human Resources Business Consultant, Memorial University Medical Center</p> <p>Discussion Board 1 (online):</p> <ul style="list-style-type: none"> • Management & Leadership Continuum • Levels of Leadership 	Ch. 1, 3	<p>Group assessment: All students will participate in discussion with the guest speaker, who will present her leadership philosophy, background, experiences, tips for academic and professional success, and the application of professionalism and negotiating skills during job recruitment and retention.</p> <p>Group assessment: Each student will participate in an online Discussion Board that facilitates group engagement regarding the weekly reading assignment from the main text.</p>
Week 6: 9/17-9/23/18	<p>Guest Speaker: Corine Ackerson-Jones, Tri0 Director, GSU</p>		<p>Group assessment: All students will participate in discussion with the guest speaker, who will present her leadership philosophy, background, experiences, tips for academic and professional success, and the importance of professional mentoring.</p>
Week 7: 9/24-9/30/18	<p>Guest Speaker: Dr. Lawton Davis, Executive Medical Director, Coastal Health District</p> <p>Discussion Board 2 (online):</p> <ul style="list-style-type: none"> • Leadership at the Personal Level • Leadership at the Team Level 	Ch. 4, 6	<p>Group assessment: All students will participate in discussion with the guest speaker, who will present his leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking for professional success.</p> <p>Group assessment: Each student will participate in an online Discussion Board that facilitates group engagement regarding the weekly reading assignment from the main text</p>
Week 8: 10/1-10/7/18	<p>Student Presentations: Book Club Review</p>		<p>Individual assessment: Each student will present a summary of their individual reading assignment and facilitate discussion on their findings.</p>
Week 9: 10/8-10/14/18	<p>Guest Speaker: Paula Kreissler, Executive Director, Healthy Savannah</p>		<p>Group assessment: All students will participate in discussion with the guest speaker, who will present her leadership philosophy, background, experiences, tips for academic and professional success, and the importance of networking and community engagement.</p>

Week 10: 10/15-10/21/18	<p>Guest Speaker: Dr. Kathleen Benton, Clinical Bioethicist, St. Joseph/Candler Hospital System</p> <p>Discussion Board 3:</p> <ul style="list-style-type: none"> • Leadership at the Organizational Level • Leadership at the Community Level 	Ch. 8, 10	<p>Group assessment: All students will participate in discussion with the guest speaker, who will present her leadership philosophy, background, experiences, tips for academic and professional success, and the importance of ethical leadership.</p> <p>Group assessment: Each student will participate in an online Discussion Board that facilitates group engagement regarding the weekly reading assignment from the main text</p>
Week 11: 10/22-10/28/18	<p>Guest Speaker: Dr. Joseph Telfair, APHA President, Professor & Department Chair, JPHCOPH, GSU</p>		<p>Group assessment: All students will participate in discussion with the guest speaker, who will present his leadership philosophy, background, experiences, tips for academic and professional success, and the importance of engagement with professional public health organizations.</p>
Week 12: 10/29-11/4/18	<p>Guest Speaker: Dr. Randy McCall, Executive Director, Chatham County Health Department</p> <p>Discussion Board 4:</p> <ul style="list-style-type: none"> • Leadership at the Global Level • Cross-Cultural Communication <p>Professional Resume</p>	Ch. 12, 13	<p>Group assessment: All students will participate in discussion with the guest speaker, who will present his leadership philosophy, background, experiences, tips for academic and professional success, and the importance of local health departments to support community needs.</p> <p>Group assessment: Each student will participate in an online Discussion Board that facilitates group engagement regarding the weekly reading assignment from the main text</p> <p>Individual assessment: Each student will submit a current professional resume.</p> <p>Group assessment: All students will participate in peer review for the professional resume assignment.</p>
Week 13: 11/5-11/11/18	<p>Student Presentations: Interview with a Leader</p>		<p>Individual assessment: Each student will present a summary of their individual interview with a leader and lead discussion on their findings.</p>

Week 14: 11/12-11/18/18	APHA Conference – NO CLASS!!! Discussion Board 5: <ul style="list-style-type: none"> Professional Leadership Development Professional Public Health Organizations Written component of Exam posted in FOLIO	Ch. 14, 15	Group assessment: Each student will participate in an online Discussion Board that facilitates group engagement regarding the weekly reading assignment from the main text
Week 15: 11/19-11/25/18	THANKSGIVING HOLIDAY – NO CLASS!!!		
Week 16: 11/26-11/30/18	Exam Leadership Self-Assessment Diary		Group assessment: All students will engage in a class exercise to discuss application of leadership concepts to their own leadership philosophies and practices. Individual assessment: Each student will submit a Leadership Self-Assessment Diary which they have maintained during the semester; it will include an array of self-assessment resources, reflections on weekly course activities and guest speakers, and plans for application of concepts to personal professional development.

When building course outline, explicitly state the verbiage from the competency you are addressing in both the topic to be discussed and assessment. Best practices recommend explicitly differentiating between individual and collaborative assessments.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This is a hybrid course that includes a combination of class meetings and online activities. Class meetings will be a combination of class discussion, guest presentations by community leaders, student presentations, and active participation. Computer-generated presentations may be used in the lecture portion of this course. Prior to each class, the student is encouraged to complete the recommended readings and actively participate in class discussions. In this way, it is hoped that the learner will be better prepared to successfully accomplish the learning objective of each class experience. Online activities will include a series of Discussion Boards to facilitate collective student engagement for discussion of assigned readings and application of course content to each student's professional leadership development.

Grading

Assignment	Points
1. Presentation: Reflection on Interview with a Leader	50
2. Presentation: Book Club – Assigned Leadership Book Review	50
3. Leadership Self-Assessment Diary	50
4. Professional Resume	50
5. Reflection Paper: Orbiting the Giant Hairball	50
6. FOLIO Discussion Boards (5 x 10 points each)	50
7. Exam	50
Total	350

A = 315-350 points (90% -100%)

B = 280-314 points (80% - 89%)

C = 245-279 points (70% - 79%)

D = 210-244 points (60% - 69%)

F = <210 points (< 60%)

Description of Course Requirements

Presentation: Reflection on Interview with a Leader (50 points)

Each student will conduct a semi-structured interview with someone in the community (local or elsewhere) who has leadership expertise. This person need not be in a formal leadership position, but he or she should have at least five years of experience or more in some formal or informal leadership role. The focus of the interview should be on the person's leadership philosophy and style, including keys to success, challenges the person has faced (and how he or she has overcome them), costs and benefits of assuming a leadership role, and what advice this person would offer to others seeking to develop their leadership potential. The presentation to the class should be informal (e.g., a handout is required instead of a PowerPoint) and include key points from the interview, as well as a comparison of those points with leadership principles discussed during the semester. Although this is an informal presentation, it should still exhibit high quality and be well structured and engaging for the class audience.

The presentation should be 10 minutes in length. Refer to Presentation assignment folder in FOLIO for additional information, including an interview script to be utilized for the activity, as well as the grading rubric for this assignment. Refer to course syllabus for due date.

Presentation: Book Club – Assigned Leadership Book Review (50 points)

Each student will receive a leadership book reading assignment on the first day of class, and will receive a loaner copy of the assigned book. After reading the assigned book, you may partner with another student who has the same reading assignment to prepare a collaborative 10 to 15 minute oral presentation to share the content with the class (peer collaboration will be dependent on class size; for classes with 8 or less students, each student will work individually on this assignment). The class presentation should be informal (e.g., a handout is required instead of a PowerPoint) and include key points from the book, as well as a comparison of those points with leadership principles discussed during the semester.

The book must be returned to the professor on the due date of the presentation or the student will receive a zero for the assignment. Refer to Assignment folder in FOLIO for additional information, including the structure and content to be utilized for the oral presentation and handout, as well as the grading rubric for this assignment. Refer to course syllabus for due date.

Leadership Self-Assessment Diary (50 points)

Each student will complete a Leadership Self-Assessment Diary that consists of a total of 7 modules with leadership surveys, exercises, and/or questions. Time may be provided during class to work on self-assessments and/or discuss and explore findings.

Refer to the Assignment folder in FOLIO to download the formatted Diary file (Word document). This will be a self-paced assignment for completion of all 7 modules, and it is recommended that each student complete 1-2 modules per week. The assignment will be submitted as one final document (including all 7 modules) via hard copy. Refer to course syllabus for due date.

Professional Resume (50 points)

Each student will utilize GSU's Career Services as a resource to prepare a professional resume. Visit <https://www.armstrong.edu/departments/career-resumes> to get started with this assignment, and use the 2 resource guides (Resume Writing Guide and Resume Worksheet) to create a professional resume, then make an appointment with Career Services to have it critiqued by calling 912.344.2563. This assignment will be submitted via hard copy. Refer to course syllabus for due date.

Reflection Paper: Orbiting the Giant Hairball (50 points)

Each student will read "Orbiting the Giant Hairball" and then write a 3-4 page reflection paper on the book, including their thoughts and opinions about the book content as it applies to public health leadership and ethics concepts. *This will not be a summary of the book content*, but rather your reflection on the book content. ☺ Each paper should be typed in 12-point font, double-spaced, 1-inch margins, and spell-checked. Refer to course calendar for applicable date.

FOLIO Discussion Boards & F/U Class Dialogue (10 points each x 5 = 50 points)

Each student will complete a series of five Discussion Boards in FOLIO to reflect independent understanding and application of weekly text reading assignments, followed by in-class dialogue to further discuss the material.

Assignment	Main Text Chapters	Due Date & Time for Initial Post in FOLIO	Due Date & Time for All Responses in FOLIO
Discussion Board 1	Chapter 1: Management & Leadership Continuum Chapter 3: Levels of Leadership	Sept. 14 @ 11:30pm	Sept. 17 @ 5:00pm
Discussion Board 2	Chapter 4: Leadership at the Personal Level Chapter 6: Leadership at the Team Level	Sept. 28 @ 11:30pm	Oct. 1 @ 5:00pm
Discussion Board 3	Chapter 8: Leadership at the Organizational Level Chapter 10: Leadership at the Community Level	Oct. 12 @ 11:30pm	Oct. 15 @ 5:00pm
Discussion	Chapter 12: Leadership at the Global Level	Oct. 26 @	Oct. 29 @

Board 4	Chapter 13: Cross-Cultural Communication	11:30pm	5:00pm
Discussion Board 5	Chapter 14: Professional Leadership Development Chapter 15: Professional Public Health Organizations	Nov. 9 @ 11:30pm	Nov. 12 @ 5:00pm

Complete discussion posts are comprised of two parts: (1) the initial post which is due by *Friday evening at 11:30pm* prior to the next scheduled class session during which the chapters will be discussed; (2) responses to at least three different students and continued discussion with those who respond to your initial post by *class time of 5:00pm*.

Students are expected to be an active participant in each week's discussion. You have a full week to participate, so there should be no reason for you to not be able to do so. Please think of these posts not as busy work, but rather as an opportunity to explore and build on the readings, thereby learning in the process. The ability to articulate one's thoughts discursively with others is valued in the workplace. You get to practice here.

As you prepare to post in the discussion areas, keep in mind that your classmates are depending on you to post so that they can respond in a timely manner. No makeups or late participation will be counted. *If initial post is not posted by the Friday night due date/time, you will automatically receive a zero for that week's discussion.* Support your team and post early and often!

Participation is a matter of not only quantity of posts (having a presence), but also quality of posts. What constitutes high quality participation in an online discussion? For this class I'll be looking for posts that:

- *Are substantive in content.* While it's nice give brief feedback like "thanks" and "good idea" to your classmates and such messages are not discouraged, they do not count toward your graded contributions. On the flip side, you're not expected to write mini-essays or monologues. In fact, those tend to cut down on dialogue. You're just expected to back up your examples and opinions with sufficient evidence that your reader will believe in what you say.
- *Are thoughtful and well composed.* Spelling and grammar both count!
- *Are responsive either to the initial question or to someone's reply.* Each week you should be engaged in dialogue with others, not just replying to the initial discussion question. Indeed, it can get mighty redundant in some instances if everyone replies to the initial prompt and no one replies to each other.
- *Extend the conversation in meaningful ways.* Don't just repeat what others have said, but make a new point, provide a new piece of evidence, or ask an insightful question. Questions are just as meaningful and valuable as posts that offer up one's knowledge!
- *Provide evidence.* How can you support the things that you're saying? Refer directly to the readings, share other sources (e.g., web sites) with us, and/or provide your own detailed examples. However you do it, back up what you say.

To be considered for full credit each week, you will need to:

- Write high quality, insightful, and substantive posts
- Be responsive to others in your posts
- Reply to people who have replied to you (carry on the conversation)
- Participate in class discussion on chapter content that follows the completed FOLIO posts each week per course schedule.

Discussion Board Grading Rubric for GEPH 7530

Criteria	Unsatisfactory .5 pts	Satisfactory 1.5 pts	Exemplary 2 pts
Completeness of Thought	Content of the posts are not complete and do not add to the value of the discussion board.	Posts are somewhat complete in content and thought. Posts may or may not extend the conversation in meaningful ways.	Posts are substantive in content, complete thoughts, and extend the conversation in meaningful ways.
Required Posts (includes initial & responses to classmates)	Initial post only; no responses to classmates.	Initial post and minimum of 3 responses to classmates.	Initial post and <i>more</i> than minimum of 3 responses to classmates.
Grammar and Mechanics	Grammatical, spelling and punctuation errors substantially detract from the post.	Grammatical, spelling and punctuation errors are rare and do not detract from the post.	The post is free of grammatical, spelling and punctuation errors.
Engagement Level	Did not engage with students who replied to your post.	Replied to some but not all students who posted on your initial post.	Replied to all students who posted on your initial post.
Class Participation for Follow-Up Discussion	Did not participate in follow-up class discussion		Participated in follow-up class discussion

Exam (50 points)

The Exam will have two components. Part 1 will be written and Part 2 will be oral. Part 1 will be posted in FOLIO one week prior to the last class session, and due (hard copy) on last day of class. Part 2 will be conducted in class in the format of a class focus group on the last day of class (refer to course calendar for date).

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 72 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in

university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).

c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication

disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

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University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:
<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date